

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WV2

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Carole Crawford

Official School Name: Bridgeport Middle School

School Mailing Address: 413 Johnson Avenue
Bridgeport, WV 26330-1309

County: Harrison State School Code Number*: 033303

Telephone: (304) 326-7142 E-mail: cacrawfo@access.k12.wv.us

Fax: (304) 842-6275 Web site/URL: http://www.harcoboe.com/bms/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Susan Collins Superintendent e-mail: slcoll@access.k12.wv.us

District Name: Harrison District Phone: (304) 326-7345

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Paul Howe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12WV2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12WV2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 13 Elementary schools (includes K-8)
 (per district designation): 5 Middle/Junior high schools
5 High schools
0 K-12 schools
23 Total schools in district
2. District per-pupil expenditure: 12514

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	87	91	178
K	0	0	0		7	78	88	166
1	0	0	0		8	94	100	194
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								538

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	9
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2010	538
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 9
 Number of non-English languages represented: 6
 Specify non-English languages:

Urdu, Chinese, Vietnamese, Spanish, Creole, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 14%
 Total number of students who qualify: 77

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 48

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>49</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	97%	97%	98%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12WV2

Bridgeport Middle School is proud to hold fast to our mission to be Confident and Creative Builders of the Future. We believe that all children can learn, that parents and the community are part of the school team, that communication between all stakeholders is a key component of the learning process, that all children should be treated fairly and equally, and that children must have a safe learning environment in order to learn.

After two years of planning and organization among the entire Bridgeport community and feeder area, we transitioned from a junior high (grades 7-9) to a middle school (grades 6-8) in 1992. In 1995, BMS relocated to its present facility which was designed with the middle school concept in mind. Each grade level is housed in its own “pod”. The gymnasium, cafeteria, guidance suite, and related arts wing are common areas for all grade levels. The facility includes wireless capability with ten computer labs, including an assessment lab, and three mobile labs.

The parents and community of Bridgeport are strong advocates of education. The Bridgeport community, as a whole, has a higher socio-economic base than other parts of the state. Many of our parents are graduates of Bridgeport schools and display great pride in the middle school and our students’ accomplishments. In the 2010-2011 school year, BMS achieved West Virginia Exemplary Accreditation status and WV School of Excellence. Although athletics are supported and are a part of our culture and traditions, we are most proud of the academics of our students. Bridgeport Middle most recently received WVSSAC (West Virginia Secondary Schools Athletic Commission) Academic Achievement Awards in 2009-2010 for individual band student, individual cheerleader, and band. Our scores on WESTEST 2 (the statewide assessment) are consistently among the highest in the state. Students and teams of students excel at county and state level academic competitions.

Bridgeport Middle School is academically structured to assure that all students develop to their highest potential. Varied approaches and interventions assure all students succeed including differentiated instruction, teaming, Support for Personalized Learning (SPL), Carnegie Learning (math curriculum), and academic enrichment. Foreign language offerings are Chinese instruction from a visiting international Chinese Language teacher, Spanish, and French. Technology tools engage students and provide a high level of instruction. Interactive white boards, tablets, and projectors are as commonplace in our classrooms as paper and pencils.

The staff of Bridgeport Middle School is highly qualified by the state of West Virginia and comprises National Board Certified Teachers, teacher-mentors, Technology Integration Specialists, and many teachers with post-graduate degrees and certifications. We are fortunate to be a Professional Development School in collaboration with West Virginia University, which provides us with additional opportunities for teacher growth.

Communication is key in the educational process. BMS’s web page provides access to individual teacher web pages which include assignments, announcements, as well as an email link. Parents can also access grades and communicate with teachers on-line through the electronic program, LiveGrades. Many of our classes are utilizing 21st century educational social network technology such as Edmodo to facilitate communication between students, families, and staff. Yet another form of communication, a monthly school newsletter, is mailed to parents to apprise them of upcoming events and to share accomplishments. Students are provided with planners to teach organization and provide another avenue for communication.

We are proud of our students, staff, and accomplishments. We believe that by drawing on the strengths of our community, communication, and curriculum that we are equipping students to become Confident and Creative Builders of the Future.

1. Assessment Results:

A. WESTEST 2 is a custom-designed assessment for West Virginia students. The individual content assessments measure a student's levels of performance on clearly defined standards and objectives and skills. Student scores are based on test questions that have been developed and aligned to the West Virginia 21st Century CSOs. The WESTEST 2 on-line writing assessment is forty percent of the reading/language arts portion of WESTEST 2. All students are mandated to take the state assessment. Those students on an Individualized Education Program (IEP) must take these tests unless their IEP states that the student will take the Alternate Performance Task Assessment (APTA).

Student performance on WESTEST 2 is based on scale scores. The student's performance level (Distinguished, Above Mastery, Mastery, Partial Mastery and Novice) is determined by examining where their scale score falls on the approved scale score ranges. Proficiency is determined by students scoring at the Mastery, Above Mastery and Distinguished levels. Each year West Virginia schools must meet target scores in math and reading in order to meet Adequate Yearly Progress (AYP) as guided by No Child Left Behind Legislation. Further data and cut scores can be found at <http://wvde.state.wv.us/oaa/>.

B. From the test year 2006-2007 to the 2007-2008 test year, BMS students showed gains in math and reading at every grade level except seventh grade math which showed a 2 percentage point drop in proficiency. On the 2008-2009 test, all grade levels showed a drop in proficiency levels in both math and reading, however this was the year that WESTEST was changed to WESTEST 2 with an accompanying change in expectations. This was also the year that the on-line writing assessment was introduced as a part of the reading/language arts score. In 2009-2010 we again showed a drop in proficiency percentages at all programmatic levels. In this year cut scores were adjusted to transition West Virginia to internationally rigorous cut scores. Cut scores changed again in 2010-2011; however, Bridgeport Middle improved proficiency percentages in all programmatic levels except eighth grade reading which slipped only two percentage points. Despite fluctuations in proficiency percentages each year, BMS continues to be ranked above state and county averages and in the top ten percent of middle schools statewide.

Understanding the strengths and needs of students is a prime objective of our staff beginning with intense data analysis before the start of the school year.

We have highly qualified teachers who are committed to constantly assessing the individual needs of our students and designing personalized instruction to address multiple learning styles and intelligences. These teachers are always implementing research based best practices to engage learners.

In 2009-2010 Bridgeport Middle School implemented Response to Intervention (RTI) designed to improve basic skills. This program incorporated elements to remediate the lowest tier of reading students, reinforce reading and writing concepts for the middle tier, and accelerate students who have scored Distinguished in order to continue their scholastic growth.

After the county assessed the needs of its schools in response to WESTEST 2 data, interventionists were assigned to individual schools in 2010-2011. Based on achievements gaps in reading, Bridgeport Middle's interventionist offered additional remediation in reading during the school day. In 2011-2012 after reviewing new test data, the focus of intervention was changed to math.

West Virginia's initiative, Support for Personalized Learning (SPL), which has evolved from RTI, addresses the needs of most students through core instruction, provides targeted instruction for students not meeting certain criteria, while reserving intensive instruction for students with most significant needs. At BMS we accomplish this by tiered reading classes. Utilizing differentiated instruction and the co-teaching model, we are able to focus on the acquisition of basic skills as determined from formal assessments (benchmarking three times per year, WESTEST 2, ACT Explore).

The Carnegie Learning math series provides the individualized instructional path for remediation through its technology component. To accommodate various learning styles, this program implements a variety of models to help students see the material in a different light.

As we seek to raise the achievement levels of all students, our programs have evolved to become a part of the fabric of our daily academic culture. By formal and informal assessment, structured tiered reading classes, the Carnegie Learning Series, and an interventionist, we have made significant gains in our test scores. We continue to strive to structure our programs to assure that all students develop to their highest potential.

2. Using Assessment Results:

Data is an integral part of how we at Bridgeport Middle design instruction. As a staff we begin accumulating and analyzing data before the school year starts. We meet for Data Days during which staff members interpret WESTEST 2 scores. Teachers are provided with electronic versions of test data. We use these documents to review results and to prepare spreadsheets of the test results for students on individual teams. Based on the analysis, we formulate curriculum plans and schedule students according to their needs. The staff also identifies content standards that need to be addressed within each curriculum plan. At the beginning of each school year, test results from the previous school year are distributed countywide to students to review with their parent/guardian. The state department of education provides a letter of explanation for reading and understanding their child's test results.

Teachers also use West Virginia Writes, a web-based tool which provides students with the opportunity for unlimited practice sessions for writing essays on a variety of prompts, accessible at school and at home. Students practice writing throughout the year in preparation for the Writing Assessment portion of the WESTEST 2. Using West Virginia Writes, students receive immediate feedback using the same rubric employed on the online writing assessment. The on-line writing assessment is scored on a six point rubric and assessed on the five analytic writing traits of organization, development, sentence structure, word choice/grammar usage, and mechanics. Student performance on the online writing session is combined with student performance on the WESTEST 2 Reading/Language Arts test to obtain an overall scale score and proficiency level for reading/language arts.

The collection of data continues throughout the school year. Harrison County middle schools benchmark in math and reading three times a year. These benchmark assessments are created from Acuity, a web based platform that provides schools with assessment, feedback, scoring, and reporting. The results of these benchmark tests are used to evaluate understanding of the content standards in order to determine what areas teachers need to re-teach.

The Acuity platform is also utilized by the staff to create custom assessments and daily bell ringer questions that focuses on specific curricular objectives. These custom assessments are computer scored and provide immediate feedback to gauge student progress.

Eighth grade students are given the ACT Explore test. Data from this test are available to parents, students, and teachers. This information is another tool to identify deficiencies and provide techniques for improving areas of weakness. Parents were invited to attend a work session explaining these test results and how parents, students, and their advisors could use the data. This may be used to formulate the student's five year plan which outlines the course selection for their career cluster.

With the middle school concept in mind, Bridgeport Middle's schedule provides for a daily team planning time. We use this time to constantly assess our students' academic and social needs. Initially students are placed in reading tiers according to the current WESTEST 2 data and/or teacher recommendations. These tiers include a co-taught, intensive tier, an intervention tier, and the core classroom tiers. Ongoing formal and informal assessment by team members gives the flexibility to adjust student schedules within these tiers.

Student proficiencies are constantly assessed and curriculum is designed to accelerate and remediate to ensure student success.

3. Sharing Lessons Learned:

Awarded West Virginia Schools of Excellence status in 2010 and named a West Virginia Exemplary School for eight years, most recently in 2010-2011, Bridgeport Middle has acquired a reputation for excellence throughout the state.

Our administrators and teachers have been afforded the opportunity to present strategies to our colleagues that have been instrumental to our success. Our principal is a mentor/teacher of new administrators at the Principal's Academy through the West Virginia Center for Professional Development. She shares what works and what doesn't, guiding new administrators to become more effective leaders. Our principal is also an advocate for our school locally, working with our feeder area administrators to provide transition programs for students, informational sessions for parents, and training opportunities for teachers.

At BMS all staff are learners and teachers. Bridgeport Middle's Professional Learning Community (PLC) recently shared resources with the local high school. With collaborative effort we engaged a national presenter from Staff Development for Educators to strengthen our teaching of higher order thinking skills. BMS will be showcasing the best practices for encouraging higher order thinking skills in a presentation for members of our Professional Development School collaborative at West Virginia University in the spring. Bridgeport Middle teachers often model exceptional strategies at this annual meeting.

BMS is fortunate to have teacher-leaders who are or have been members of the Harrison County Reading Council, county and state math curriculum task forces, state special educators Technology Integration Specialist Cadre, and the state Middle School Differentiated Instruction Cadre. Members of these groups all share strategies and develop new teaching techniques and are available to present these to PLCs in the county. The members of the differentiated instruction cadre presented strategies at the West Virginia Advisory Council for the Education of Exceptional Children.

Bridgeport Middle's newest method of sharing lessons learned is a county wide networking site – PD360. This online program will allow teachers to create custom groups of colleagues – both vertical and horizontal within the school and district. These teams facilitate best practices in every classroom. PD360 provides the opportunity for professional development school wide, across the county, state, and nationwide.

At Bridgeport Middle we welcome the challenge to keep abreast of technology and educational innovations. We believe in the power of the Professional Learning Community and the strength in networking with colleagues.

4. Engaging Families and Communities:

Bridgeport Middle School enjoys a monumental outpouring of family and community support. Where many schools lack the backing and participation of parents and partners, BMS flourishes with volunteers and supporters from our student population and community. The community is as much a part of the school as our families. Bridgeport City Council has repeatedly recognized the efforts of our students, staff, and families during council meetings.

The members of the Bridgeport Middle School family are ardent supporters lending their voices without reservation to platforms such as the School Board Effectiveness Meetings and the Local School Improvement Council. Community partners assist the school by judging contests, providing rewards and incentives, and recognizing teachers. Partners in education and parent volunteers come together after the WESTEST2 to organize a celebration of success for the students' hard work during standardized testing. The Clarksburg Exponent—the local newspaper—collaborates with sponsors to provide weekly papers for classroom

activities. All parents are encouraged to volunteer in some capacity from making copies to assisting in the office and library. The Boosters Club gives financial and moral support to academic program as well as sports. Parents are encouraged to attend concerts and sporting events to support our students. A Back to School Bash is held at the beginning of each school year.

BMS supports parenting in numerous ways with an emphasis on communication. Parents are kept current on school issues through e-mail, LiveGrades, web pages, daily planners, and a parent newsletter. Even though the county requires that parent/teacher conferences are held twice a year, parents may schedule an appointment at any time during team planning. Parents are also urged to contact teachers, administrators, and the counselor to ask questions and discuss their child's achievement. Additional information is available to parents through a resource page on the school website featuring online databases for research, a tutorial page for homework help, and an online library catalog with links to pre-evaluated websites. Parents assist in all areas of school-based decision making by participating in committees such as the Local School Improvement Council and providing input in strategic planning. They are an integral part of their child's education by participating in team decisions on the content of their child's IEP and 504 plans.

As students prepare for their transition from middle school to high school, BMS reaches out to families by organizing five year plan meetings with parents. A guest speaker is brought in to discuss the ACT Explore results and how to use that information as an outline for assuring future success. Parent meetings are held to address issues of concern such as the changing math curriculum and the effects on the high school course offerings for our current eighth graders. Similar parent meetings are held to help with a successful transition from fifth grade to middle school.

BMS students are standing at the threshold of the future, striving to be confident and creative builders. Taking that first step is the heart of a collaborative partnership of parents, teachers, and the community.

1. Curriculum:

Bridgeport Middle School is proud of its emphasis on academic excellence and high expectations. Our students excel on all sections of the WESTEST 2 and other assessments. We bridge the gap between elementary school and high school and help our students make the transition smoothly.

Our students have higher proficiency level percentages than both county or state results. We believe that schools that establish high expectations for all students – and provide the support necessary to achieve these expectations – have high rates of academic success.

BMS emphasizes reading and writing across the curriculum. We utilize a school-wide writing rubric. Bell ringers and writing activities are used in all classrooms.

Both reading and English are required in the sixth and seventh grades. Eighth grade students take either reading or a foreign language. *SpellRead* is a component of the Intensive Tier intervention of seventh and eighth grade reading classes.

We are piloting a new mathematics program, Carnegie Learning Series, which focuses on the new standards presented in the Common Core. This curriculum integrates differentiated instruction in a cooperative learning setting.

The science curriculum contains the use of laboratory activities, higher level thinking skills, and stresses the use of a variety of assessments. Students engage in hands-on learning, in-depth investigations with objects, materials, and phenomena drawing meaning and understanding from those experiences. Experiential learning composes fifty percent of this curriculum.

Middle school social studies instruction combines the study of the five common content threads: citizenship, civics/government, economics, geography, and history with the integration of technology and critical thinking. Eighth graders participate in the Golden Horseshoe assessment as part of the study of West Virginia history.

Foreign languages are introduced as a nine week FLEX (Foreign Language Exploratory), offering Chinese to sixth grade and French to seventh grade. Eighth grade students may take Spanish I or French I for high school credit. In addition a high school credit in Chinese in a IA/IB format is offered in seventh and eighth grade.

The Bridgeport Middle School music program offers band and orchestral strings as full year classes, and general music as a nine week related arts class. Jazz Band and Choir are offered at the end of the school day. The newest addition to our music program is Pandemonium, the steel drum band, a first in Harrison County.

All students are required to take health and physical education during the school year. The Health class incorporates life skills as well as core instruction in health concepts. All sixth and eighth grade students participate in the Health Education Assessment Project (HEAP) and the Fitness Gram.

BMS students and staff pride themselves in the integration of technology. Teachers and students employ various tools in order to inform, communicate, solve problems, and be productive. The use of technology is second nature to all of us. Computer labs are utilized by classes to assess knowledge, create projects, and access information. We have a technologically advanced library where students research online data bases and the Internet.

All of BMS's curriculum offerings contain elements that emphasize developing learners prepared for success in the 21st century. Technology Education explores various careers. BASE (Basic Attitudes, Skills and Experiences) provides everyday life skills. A research class provides life-long learning skills.

Every eighth grade student prepares a 5 year plan to assist them in choosing their high school classes and a projected career path. The ACT Explore assessment provides students with individualized career goal-setting data. They also visit the United Technical Center to explore the technical courses and programs to meet the diverse needs of students who may not choose the professional pathway.

2. Reading/English:

Students at Bridgeport Middle School are motivated and creative writers winning multiple contests. This passion for the written word translates into stellar performance, most notably ranking second among all middle schools on the state assessment in Reading Language Arts in 2010-2011.

English and reading are two separate courses in the Harrison County Schools language arts curriculum. The two subjects intertwine such that many of the same skills are emphasized in both.

The emphasis in English is on writing, grammar, and literature. The English curriculum is driven by the WV State Content Standards and Objectives (CSOs) and curriculum mapping provided by Harrison County Schools. Benchmarking takes place using Acuity. A variety of instructional strategies are implemented including differentiated instruction, co-teaching in inclusion classes, and daily bell ringers to focus on important skills (editing and creative writing prompts). Cooperative group activities with Kagan strategies, teach/re-teach, technology integration such as TechSteps and WV Writes – an online essay scoring tool that provides continual practice and automatic feedback, essay writing for competitions, graphic organizers, novel studies, skills lessons, and interactive computer lessons.

Reading classes follow all of the above described practices with an emphasis on vocabulary, reading strategies, and comprehension. Additional strategies include enrichment vocabulary study, more critical thinking skills, creative writing, study of a variety of genres, book reports, using media and technology to express creative ideas associated with reading, librarian's book club, and a wide variety of projects to meet multi-intelligences.

In all grades reading classes are tiered for differentiated instruction to improve students' current reading levels. Students reading below grade level receive team teaching instruction, skill review, re-teach, gradual release model, the Isabelle Beck vocabulary strategies, comprehension strategies, repetition, and group work. In 7th and 8th grade students at the lowest reading tier receive instruction through SpellRead, which integrates the auditory and visual aspects of the reading process and emphasizes specific skill mastery through systematic and explicit instruction. An interventionist works with 8th grade students incorporating a computer program – Study Island - to address skills deficits.

Advanced students in the seventh and eighth grades have the opportunity to enroll in foreign language classes in lieu of reading. Students may also participate in Tomahawk Talk, our multimedia daily news cast, or Journalism where students author articles and design visual media for the school yearbook publication.

3. Mathematics:

In 2011-2012 Bridgeport Middle School elected to pilot a new math program of study designed to address Common Core Mathematics Standards. This math curriculum is the Carnegie Learning Series which integrates differentiated instruction in a cooperative learning setting. Students are given workbooks instead of a traditional textbook. Instead of lecture based instruction on a daily basis, students are guided through problems that help them to discover new concepts on their own. Carnegie uses real world situations, manipulatives, graphs, and diagrams to help students see the connection between various math topics. The use of a variety of different types of models in math helps students who struggle with this subject to see the

material in multiple ways and learn how to connect all of the pieces together. The cooperative learning setting is also helpful for those who are performing below grade level because students are working on a daily basis with other students in their group to explain their ideas and strategies to each other.

Students who are performing below grade level are in inclusion classes with co-teachers. Strategies in this setting include cooperative grouping, teach/re-teach, repetition, homework help, peer tutoring, hands-on activities, and technology. The technology piece of Carnegie Learning provides individualized instructional paths for remediation. Weekly skill review is also provided at all three grade levels.

Students meeting criteria, including an algebra readiness test and teacher recommendations, are enrolled in Algebra I for high school credit during eighth grade. Students who excel in mathematics may compete in Math Field Day and Math Counts. Students in sixth and seventh grade above grade level in math may progress at their own pace in the Carnegie system to advance their skill level. The Carnegie Learning Series provides periodic reports of student progress.

4. Additional Curriculum Area:

The related arts program at Bridgeport Middle School allows students to explore and enrich experiences outside of the core curriculum. Related arts courses are nine week class offerings.

BMS's music program offers multiple avenues of musical expression including general music, steel drums, Jazz Band, orchestral music, band, and vocal music. Performance groups travel to locations around the school and the community to showcase their talents.

Academic enrichment and gifted classes introduce current scientific and technology topics such as robotics and forensics. Through project-based learning, students choose their topic of interest within the class's focus and thoroughly examine their topic with inquiry based research strategies.

Bridgeport Middle offers 3 classes in technology – Computer Research, Computer Applications, and Technology Education. The Computer Applications classes concentrate on the use of workplace technology such as Microsoft programs, creating web pages, PowerPoint presentations. The technology education classes present information about various careers in the fields of manufacturing, transportation, engineering, and communication through specialized computer programs. The research class is a project based learning experience in which students solve a specific problem with inquiry strategies and create a presentation through digital media.

The visual arts area is a crucial part of the education of every student, providing a rich variety of hands-on individual learning experiences and literacies. Visual art classes include basic skills as well as concepts of design and color with an emphasis on the development of creative thinking, problem solving skills learned through two dimensional and three dimensional works of art, and combining elements of art and principles of design to create artwork.

Through the BMS Related Arts program we address the interests, needs, and strengths of the whole learner to inspire confident and creative builders of the future.

5. Instructional Methods:

Bridgeport Middle School is academically structured to assure that all students develop to their highest potential. We use varied approaches and interventions to assure all students succeed.

All students are initially scheduled into reading classes based on test data and/or teacher recommendations with the flexibility to adjust student schedules to meet their changing academic needs. Our master schedule has been formatted to allow this flexibility. All grade levels are structured with an intensive tier class which is

inclusive and co-taught. In eighth grade, advanced students can elect to substitute a foreign language for reading to receive a high school credit.

In the co-taught classrooms educators modify assignments to accommodate diverse needs as well as employ varied instructional strategies to engage all learners. Spell/Read, which integrates the auditory and visual aspects of the reading process and emphasizes specific skill mastery through systematic and explicit instruction, is a component of the seventh and eighth grade intensive tier reading classes.

For those students whose least restrictive environment is a self-contained classroom, a special educator and instructional aides provide curricular programs per the directives of each Individualized Educational Program. Students benefit from self-contained math, English, and reading.

Expanding the horizons of our large population of academic high achievers is the focus of the Academic Enrichment program, designed to challenge the intellect and innovation of those students. This course features robotics, forensics, myth-busters, and rocketry. All of these entail research, design, collaboration, and problem-solving.

English as a Second Language (ESL) students meet with an itinerant ESL teacher to enable them to learn those skills and competencies essential for future success. Modifications include rephrasing, translations, and the use of translating tools.

Bridgeport Middle's teachers integrate reading and writing across the curriculum. This is accomplished by stressing academic vocabulary, higher order thinking skills, bell-ringers, metacognitive journaling, and specific vocabulary enrichment strategies. Novel studies are integrated into the Reading and English classes. A common writing rubric is available school wide.

Advisor/Advisee time at the end of each day designates a time for structured academic activities to reinforce student success – sustained silent reading, peer tutoring, higher order thinking skills, teach/re-each. Intramural physical activity is included to complete the physical education requirement.

All classes utilize a variety of technology to support instruction. Resources available include: presentation stations in all classrooms, mobile labs, fixed labs, student response systems, interactive slates, interactive white boards, ELMO, and digital cameras. Subscription data bases such as Grolier on-line, EBSCO, Discovery Education, Edmodo, PD360, and Thinkfinity, are available for access from any mobile device.

6. Professional Development:

Professional learning communities are an integral part of the culture of BMS. Our PLC features state and nationally recognized trainers for summer institutes in Kagan strategies, higher order thinking skills and technology as teaching tools. All PLC topics are selected according to the needs and interests of the teachers and student population. Information is gathered through teacher surveys and reflects specific student needs.

Throughout the year, continuing education reinforces the idea of our staff as a community of learners. Our teachers take advantage of county sponsored workshops, share new techniques with the PLC, and implement those in the classroom.

Our newest focus is an on-line professional development tool made by teachers for teachers – PD360. This multifaceted program encourages collaboration with colleagues around the nation and is comprised of professional development videos, collaborative groups, book studies, and message boards.

Multiple state and county level resources are available for continued teacher growth. BMS teachers enhance their professional skills in Technology Integration Specialist (TIS) training, through our Regional Education Service Agency (RESA 7), and through the state Center for Professional Development. Many of our teachers have presented at state and local conferences.

In 1996 Bridgeport Middle School became a member of the Benedum Collaborative, a consortium of public schools and West Virginia University, charged with working side by side to improve student and prospective teacher learning. A component of the partnership deals with professional development. BMS is designated as a PDS (Professional Development School) and reaps the benefits of intern action research and funding for professional development. We have a teacher on staff that coordinates trainings in our school. This partnership has allowed us to shift our teaching to facilitate student engagement in the classroom.

We find great satisfaction in seeing more student-centered learning and teaching. As staff attend training and are challenged with new concepts in teaching and the curriculum, they bring these skills back to the classroom where students benefit.

7. School Leadership:

The principal of BMS is truly a “leader of learning.” Just as BMS teachers have high expectations of their students; our principal has high expectations of her teachers. She encourages a shared vision and mission for the school. Her educational philosophy can be summed up with a quote from her as it appears on the school’s website. “I believe that each of our staff members will care for our students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future.”

Teaching and learning are the priority of the school. Lesson plans are reviewed and commented on monthly. The principal reads and comments on teacher web pages. Teams take minutes at their daily meetings and submit them to the principal weekly. She routinely visits team meetings and classroom activities.

Our administrators believe that leadership is best achieved through collaboration and input from everyone invested in our students’ future. Strategic planning is organized through committees and teams. The planning includes the Local School Improvement Council (LSIC), with its student, parent, and community members and teams of teachers. School improvement begins with data days and strategic planning at the beginning of the school year and continues to the end of the year.

We are fortunate to have a supportive administrator who strives to provide us with time, training, and resources in order to improve curriculum, plan strategies to engage students in learning, and improve our instructional skills. She is a “hands-on” leader. She will not ask her staff to do anything that she is not willing to do herself. She is in the trenches with the staff, attending all professional development opportunities at our school. She leads by example by participating in and supporting school communities and studies.

As an administrator she is active in the principal’s group for the Professional Development School collaborative. She works for the Center for Professional Development (CPD) as a team leader for the Principal’s Academy for new principals. She is trained to teach the Evaluation Leadership Institute for new principals through the CPD. She attends trainings through RESA 7 on topics such as SPL and school law.

Our principal encourages integrity and professionalism in her staff. She keeps the staff current and informed of trends in education. Her passion for professional development inspires her staff to become life-long learners. When we are supported and encouraged to be our best, we in turn pass that on to our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	74	60	77	88	84
Above Mastery + Distinguished	50	32	28	49	36
Number of students tested	167	209	172	181	214
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	0	3	1	1	1
Percent of students alternatively assessed	0	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	53	33	65	72	63
Above Mastery + Distinguished	27	15	19	38	22
Number of students tested	30	46	37	29	51
2. African American Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	3	5	3	0	7
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	2	3	0	1	2
4. Special Education Students					
Mastery, Above Mastery, Distinguished		23	29	36	29
Above Mastery + Distinguished		21	7	14	0
Number of students tested	7	26	14	14	14
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	1	4	0	1	2
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	1	6	5	5	3
NOTES:					
WESTEST changed to WESTEST 2 in 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, is 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011.					

12WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	79	67	83	92	91
Above Mastery + Distinguished	48	39	47	66	53
Number of students tested	167	209	172	182	214
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed	0	3	1	1	1
Percent of students alternatively assessed	0	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	57	43	62	90	73
Above Mastery + Distinguished	20	20	19	49	33
Number of students tested	30	46	37	29	51
2. African American Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	3	5	3	0	7
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	3	3	0	1	2
4. Special Education Students					
Mastery, Above Mastery, Distinguished		19	29	50	21
Above Mastery + Distinguished		19	7	14	5
Number of students tested	7	26	14	14	14
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	1	4	0	1	2
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	1	6	5	5	3
NOTES:					
WESTEST changed to WESTEST 2 in 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, is 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	69	66	72	88	91
Above Mastery + Distinguished	43	40	28	45	43
Number of students tested	203	171	179	220	219
Percent of total students tested	99	99	99	99	98
Number of students alternatively assessed	3	1	1	1	4
Percent of students alternatively assessed	1	1	1	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	50	37	54	69	85
Above Mastery + Distinguished	17	26	11	22	29
Number of students tested	46	38	28	49	41
2. African American Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	5	4	0	7	7
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	4	2	2	2	0
4. Special Education Students					
Mastery, Above Mastery, Distinguished	17	20	8	46	29
Above Mastery + Distinguished	9	13	8	0	12
Number of students tested	23	15	13	13	17
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	4	1	1	2	2
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	6	3	5	4	0
NOTES:					
WESTEST changed to WESTEST 2 in 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, is 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011.					

12WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	74	67	89	91	90
Above Mastery + Distinguished	50	35	50	57	57
Number of students tested	203	171	179	219	219
Percent of total students tested	99	99	99	100	98
Number of students alternatively assessed	3	1	1	1	4
Percent of students alternatively assessed	1	1	1	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	57	45	82	77	80
Above Mastery + Distinguished	33	16	29	33	41
Number of students tested	46	38	28	48	41
2. African American Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	5	4	0	7	7
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	2	3	2	2	0
4. Special Education Students					
Mastery, Above Mastery, Distinguished	22	19	46	15	24
Above Mastery + Distinguished	13	19	8	0	12
Number of students tested	23	26	13	13	17
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	4	4	1	2	2
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	6	3	5	4	0
NOTES:					
WESTEST changed to WESTEST 2 in 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, is 40% of the Reading/Language Arts score for each student. Cut scores for each proficiency level were increased in 2010 and 2011.					

12WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	60	54	77	88	85
Above Mastery + Distinguished	37	34	30	51	46
Number of students tested	166	181	224	216	184
Percent of total students tested	99	99	100	98	99
Number of students alternatively assessed	1	1	0	4	1
Percent of students alternatively assessed	1	1	0	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	40	19	53	70	62
Above Mastery + Distinguished	22	13	12	25	31
Number of students tested	37	31	51	40	42
2. African American Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	5	0	6	6	2
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	2	3	2	0	1
4. Special Education Students					
Mastery, Above Mastery, Distinguished	15	15	27	20	20
Above Mastery + Distinguished	15	8	0	7	10
Number of students tested	14	13	15	15	20
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	2	1	3	0	1
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	3	5	5	1	2
NOTES:					
WESTEST changed to WESTEST 2 in 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, is 40% of the Reading/Language Arts score for each student. Cut scores were increased in 2010 and 2011.					

12WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: WESTEST/WESTEST 2

Edition/Publication Year: 2005/2009 Publisher: WVDE/CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	68	70	84	92	89
Above Mastery + Distinguished	43	40	27	64	52
Number of students tested	166	181	224	216	184
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed	1	1	1	1	4
Percent of students alternatively assessed	1	1	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	46	48	59	80	66
Above Mastery + Distinguished	24	23	14	40	27
Number of students tested	37	31	51	40	41
2. African American Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	5	0	6	6	2
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	2	3	2	0	1
4. Special Education Students					
Mastery, Above Mastery, Distinguished	15	8	13	27	25
Above Mastery + Distinguished	8	8	0	7	0
Number of students tested	13	13	15	15	20
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	2	1	3	0	1
6. Asian					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	3	5	5	1	2
NOTES:					
WESTEST changed to WESTEST 2 in 2008-2009 school year. Students took the first WESTEST 2 test in May of 2009. The on-line version of Writing Assessment was also introduced in 2009. This essay, typed and scored on the computer, is 40% of the Reading/Language Arts score for each student. Cut scores for each proficiency group were increased in 2010 and 2011.					

12WV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	67	59	75	88	86
Above Mastery + Distinguished	43	35	28	48	41
Number of students tested	536	561	575	617	617
Percent of total students tested	99	99	99	98	98
Number of students alternatively assessed	4	5	2	6	6
Percent of students alternatively assessed	0	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	47	30	57	70	69
Above Mastery + Distinguished	21	18	13	26	26
Number of students tested	113	115	116	118	134
2. African American Students					
Mastery, Above Mastery, Distinguished	46			100	87
Above Mastery + Distinguished	38			23	12
Number of students tested	13	9	9	13	16
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	8	8	4	3	3
4. Special Education Students					
Mastery, Above Mastery, Distinguished	20	20	21	33	25
Above Mastery + Distinguished	16	15	4	7	7
Number of students tested	44	54	42	42	51
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	7	6	4	3	5
6.					
Mastery, Above Mastery, Distinguished	80	71	93	100	
Above Mastery + Distinguished	60	57	53	90	
Number of students tested	10	14	15	10	5
NOTES:					

12WV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	73	67	85	91	90
Above Mastery + Distinguished	47	38	40	62	54
Number of students tested	536	561	575	617	617
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	4	5	3	3	9
Percent of students alternatively assessed	0	1	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	53	45	65	81	73
Above Mastery + Distinguished	26	19	19	39	33
Number of students tested	113	115	116	117	133
2. African American Students					
Mastery, Above Mastery, Distinguished	53			100	100
Above Mastery + Distinguished	38			53	31
Number of students tested	13	9	9	13	16
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	7	9	4	3	3
4. Special Education Students					
Mastery, Above Mastery, Distinguished	23	16	28	30	23
Above Mastery + Distinguished	9	16	4	7	5
Number of students tested	43	65	42	42	51
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Above Mastery + Distinguished					
Number of students tested	7	9	4	3	5
6.					
Mastery, Above Mastery, Distinguished	80	78	100	100	
Above Mastery + Distinguished	80	49	53	90	
Number of students tested	10	14	15	10	5
NOTES:					

12WV2